

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☐ Middle ☒ High ☐ K-12

Name of Principal Mr. Kevin McGlaughlin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Miller City High School

(As it should appear in the official records)

School Mailing Address P.O. Box 38, 5195 S.R. 108

(If address is P.O. Box, also include street address)

Miller City

City

Ohio

State

45864-0038

Zip Code+4 (9 digits total)

County Putnam

School Code Number* 024810

Telephone (419) 876-3173

Fax (419) 876-2020

Website/URL http://ml.noacsc.org/

E-mail ml_mcglauhl@noacsc.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. William Kreinbrink

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Miller City-New Cleveland

Tel. (419) 876-2000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. LeRoy Kahle

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
 3 TOTAL

2. District Per Pupil Expenditure: \$8383.62
 Average State Per Pupil Expenditure: \$8768.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 15 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K					8			
1					9	18	24	42
2					10	15	12	27
3					11	21	15	36
4					12	19	15	34
5					Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								139

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 99 | % White |
| _____ | % Black or African American |
| 1 | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 0 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1, 2003	139
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 13

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %
13 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>3</u>	<u> </u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>17</u>	<u>2</u>

(Since we have teachers who teach in both the high school and middle school, the above figures include a pro-rated number of the teachers who do both.)

12. Average school student-“classroom teacher” ratio: 14:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	98%	97%	98%
Teacher turnover rate	0%	0%	9%	12%	12%
Student dropout rate (middle/high)	1%	1%	2%	1%	1%
Student drop-off rate (high school)	3%	3%	0%	2%	0%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>35</u>
Enrolled in a 4-year college or university	<u>54</u> %
Enrolled in a community college	<u>17</u> %
Enrolled in vocational training	<u>9</u> %
Found employment	<u>11</u> %
Military service	<u>9</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

The leadership of Miller City High School has always promoted a process of continuous school improvement. This climate of continuous school improvement validates our Mission Statement, a function of what we do each day in every classroom. Miller City High School is located in Miller City, Putnam County, Ohio. Putnam County has no shopping mall, theater, hospital or institution of higher learning. Miller City is located sixty miles south of Toledo, Ohio, and ninety miles north of Dayton, Ohio. This tiny rural village in northwestern Ohio is an agricultural community with a population of eighty-seven. State Route 108 is the only highway that runs through the town. The farmland that encompasses the Miller City area is extremely flat and enables people to see neighboring communities in the distance. If you proceed five hundred yards beyond the town's only traffic light, you will have exceeded the village limits. However, if you go east at the traffic light, the St. Nicholas Catholic Church and the Miller City-New Cleveland School building will be staring you in the face. Basically, everything that happens in our community revolves around the church and school. The school is the heart of the community.

Miller City is a comprehensive high school offering a rigorous college preparatory curriculum. Academic expectations are high and the school personnel and community share this feeling. We have outstanding academic and extracurricular programs and have had many students excel at either or both. Miller City students actively participate in Students Against Driving Drunk, Student Council, National Honor Society, quiz bowl competitions, and Future Farmers of America. Our small school has won two state championships in baseball and one in basketball. Our boys' basketball team has advanced to the "sweet sixteen" five other times and the "elite eight" twice. Our girls' basketball team played in the state semi-finals last year and are currently ranked fourth in the state of Ohio. We have had National Merit Finalists and annually receive many scholarships. The class of 2004, with only thirty-five graduates, was offered in excess of \$1,000,000. Miller City High School has received the distinction of being named an "Excellent" school by the state of Ohio. Since Ohio began its rating system in 2000, Miller City High School has received the highest rating each year. We consistently surpass the state standards for attendance and graduation rates.

One hundred percent of the teaching staff at Miller City High School is composed of highly qualified teachers in the core academic areas as defined by the Federal Law "No Child Left Behind." Furthermore, seventy-two percent of our teaching staff possesses a master's degree. Our district technology coordinator serves as an adjunct professor at a neighboring university in a nearby county. Our teachers have a long history of presenting at state and national conferences such as the National Council of Teachers of Mathematics (NCTM). The Miller City High School mathematics chairperson is a National Board Certified Teacher in Adolescence and Young Adulthood Mathematics. Additionally, our teachers have been awarded grants supporting the academic success of our students. These grants include the Growth Initiatives for Teachers, sponsored by GTE; the Junior Science and Humanities Symposium Grant sponsored by the United States Army, Navy, and Air Force; and the Martha Holden Jennings Educational Grant.

Miller City High School fosters a climate that is conducive to learning by encouraging high scholastic standards, good citizenship, and good attendance. It is our guiding principle that all children can learn and that no child will be left behind. It is our continuing belief that through our efforts, our children become responsible, contributing members of society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Schools assessment results in Reading and Mathematics, state assessment system, performance levels, standards.

The Ohio Department of Education has established a statewide proficiency testing program, which establishes student standards in the areas of mathematics, reading, writing, citizenship and science. Miller City High School administers these proficiency tests to all students in all subgroups. The results of these tests can be found on the Ohio Department of Education website @www.ode.state.oh.us/reportcard/.

The students at Miller City High School have consistently scored at or near 100% proficient, which includes all students of different ability levels. Noted below are the results of the past five years.

Reading	Miller City	State	Math	Miller City	State
2004	100%	96%	2004	100%	85%
2003	94%	87%	2003	97%	71%
2002	100%	89%	2002	100%	71%
2001	100%	88%	2001	100%	70%
2000	100%	88%	2000	100%	69%

The new Ohio Graduation Tests were first administered statewide to the sophomores in March of 2004, and echoed the past five years of the proficiency results.

	Reading		Math	
	Miller City	State	Miller City	State
Advanced	50%	27%	62%	18%
Accelerated	84%	53%	77%	38%
Proficient	100%	79%	92%	68%
Basic	100%	89%	96%	83%
Limited	100%	100%	100%	100%

This data demonstrates that Miller City High School students consistently score at the proficient level. There are five levels to the assessment which a student can score, ranging from a high of advanced (raw score of 39-48), accelerated (31.5-38.5), proficient (20.0-31.0), basic (13.5-19.5) to a low of limited (0.0-13.0).

A second area of assessment results is the ACT test. The ACT tests the areas of mathematics, reading, science reasoning and English. This assessment reinforces students' successful experience at Miller City High School. The ACT test is administered to approximately 90% of our students at Miller City High School. The ACT average in mathematics was a 25.7 while the state average was a 21.1 and the national average was a 20.7. In reading Miller City High School students averaged 22.6, while the state average was 21.9 and the national average was 21.3.

2. How the school uses assessment data to understand and improve student and school performance.

Ohio Graduation Test (OGT) item analysis data is sent to Miller City High School by the Ohio Department of Education in reading and mathematics. To strengthen curriculum and instruction our staff analyzes this data. This item analysis gives Miller City High School the standard, benchmark, type of question

(multiple choice, short answer or extended response) and the percent of how each question was answered by the students. The data is reviewed at both the individual and class level. Areas of strengths and opportunities for improvement are charted. The opportunities for improvement data are used to refine instruction so all students have the opportunity to reach the benchmarks and standards of the Ohio Academic Content Standards.

The staff and administration of Miller City High School regularly reviews assessments and student achievement to understand and improve both student and school performance. We use the PSAT (pre-SAT) as well as the ASVAB test (Armed Services Vocational Aptitude Battery) and the ACT/SAT test. Each of our students takes the ASVAB, while approximately 80% take the PSAT. Our summative and formative assessments results are used to improve instruction to meet all student needs. When deficiencies appear, the staff collaborates to define a plan of action. Consistent follow up and monitoring of data enables us to determine whether the deficiency has been overcome or needs further attention.

3. How the school communicates student performance, including assessment data, to parents, students, and the community.

Miller City High School communicates student performance in a variety of ways. Results of assessments are communicated through the distribution of the Ohio Department of Education district and building report cards. These reports are available by the department to residents in the district and can also be accessed at www.ode.state.oh.us/reportcard/ or through our school website at <http://ml.noacsc.org/>. This information is relayed to each parent through a personal letter stating individual student information as well as class and school results. Furthermore, a monthly newsletter with contributions by administration and staff keeps community and parents updated on current classroom activities.

Other student performance measures are reported through grade cards (which includes up-to-date proficiency results), interim reports, and parent meetings through the principal and guidance counselor. Local media, including the newspaper, radio and television, regularly communicates student performance to residents. Additionally, in our trophy case Miller City High School proudly displays our banners of excellence. These denote our status as an “Excellent” school, the highest designation for schools in the state of Ohio.

The guidance counselor meets annually with every incoming high school student (with parents) to provide information concerning student performance and career opportunities (including post-secondary, vocational, scholarship, and military options). Miller City High School has developed an Individual Career Plan folder for each student to track academic progress, plan future scheduling, and track activities and awards.

Results of the PSAT, ASVAB, ACT, and SAT are explained to students on an individual basis. Students receive their results from the school counselor and receive guidance concerning those results, and educational strategies are implemented based on these findings.

A true testimony of the aforementioned information is that sixty-nine neighboring students have chosen to leave their school districts to attend Miller City-New Cleveland. Thirteen of the sixty-nine are high school students which comprise 10% of Miller City High School.

4. How the school has shared and will continue to share its successes with other schools.

Administrators, teachers and students have and will continue to share Miller City High School's successes with other schools. The principal, technology coordinator, and guidance counselor attend and share Miller City High School's success story with peers at monthly meetings, regional meetings and conferences. Ohio's State Superintendent of Public Instruction, Dr. Susan Tave Zelman was the guest speaker at a combined Business Advisory Council and the annual all Putnam County school board's meeting. This event was hosted by our school district. Dr. Zelman and two state school board members recognized Miller City High School's "Excellent" designation. They now share our successes with other schools.

Our state-designated "Excellent" awards are proudly displayed in our showcase and greet visitors to academic programs, athletic competitions, county quiz bowl meets, county musical programs and art shows. Selection as a Blue Ribbon School would be celebrated with a sign outside of our school sharing this additional success with all visitors. Many of our successes become public through the newspapers and other media outlets. We will update our web site to share this new success with the community and colleagues at other schools. Our community proudly shares our school success by posting a sign at the village limits announcing accomplishments. A Blue Ribbon sign would compliment our State Basketball Champion and State Baseball Champion signs.

PART V – CURRICULUM AND INSTRUCTION

In answer to both the school and community expectations for all students, Miller City High School prepares all students for the post-high school years. A challenging curriculum has been developed in alignment to not only the Ohio Academic Content Standards but also Miller City High School's mission and vision. Our curriculum offers each student an opportunity to succeed, and it is our goal to leave no child behind. To achieve this high expectation Miller City High School offers its students a variety of high-level academic courses. In the spring of their eighth grade year, students and their parents meet with our guidance counselor to formulate their high school education plans. Over eighty-five percent of our students follow the college preparatory curriculum while the others plan a vocational pathway. To graduate from Miller City High School a student must earn twenty-one units of credit and pass all five areas (Writing, Reading, Mathematics, Citizenship, and Science) of the Ohio Proficiency Test (OPT). The last class required to pass the OPT is the class of 2006. To complete the graduation requirements our current sophomore students are now required to pass the Ohio Graduation Test (Writing, Reading, Mathematics, Citizenship, and Science).

Students graduating from Miller City High School must successfully pass four full years of English. All English classes follow the college preparatory path.

At Miller City High School students are required to take and pass three full years of mathematics. Recognizing that all students do not possess the same abilities and/or career goals, Miller City High School offers two distinctive pathways. Students may select a hands-on Math I, II, III pathway that is aligned to the Ohio Academic Content Standards. Less than fifteen percent of our students are enrolled in this pathway. The college preparatory pathway offers a sequence of classes including Algebra I, Geometry, Algebra II, Advanced Math, Trigonometry and Calculus.

Three units of credit are required in science for graduation. All students are required to take Physical Science and Biology. At the eleventh grade, students may select lab-based Chemistry, Geology or Earth

History. For the college preparatory pathway, students take Physics and/or Anatomy/Physiology in the senior year.

Three units of credit in social studies are required for graduation. Sequentially, all students take World History, American History, and American Government. Economics is offered as an elective.

One unit in the arts is required for graduation. Students select from Art I, Ceramics, Sculpture, Painting, Drawing, Photography, Band, and Choir. Juniors and seniors interested in a journalism experience may take a course resulting in the publication of the yearbook.

Students taking foreign language may select from Spanish I, II, III on campus or they may choose to take Japanese I, II, III and/or German I, II, III and/or Latin I, II, III through satellite instruction.

One half-unit of Health and Physical Education is required for graduation.

Project Lead The Way, a national pre-engineering program, gives our students the knowledge they need to excel in high-tech fields. These five pre-engineering classes: Principals of Engineering, Introduction to Engineering Design, Digital Electronics, Computer Integrated Manufacturing, and Engineering Design and Development are taught on our campus by our staff as well as professors from Rhodes State College. It is through these courses that students may earn up to fifteen quarter hours of college credit at Rhodes State College or The Ohio State University.

Students following a vocational pathway at Miller City High School may take an agricultural course sequence. Courses include: Agricultural Science I, II, and Agricultural Management I, II. Students choosing medical and trade vocational pathways continue to take their core academic courses at Miller City High School. These students commute sixty miles daily, during their eleventh and twelfth grade years, to attend the Millstream Career Cooperative in Findlay, Ohio.

2b.

Our English curriculum is dedicated to advancing all students' learning in the areas of grammar, literature, writing, and reading applications. With the advent of state criterion-referenced tests, it is imperative to structure our curriculum as it pertains to the Ohio adopted standards, benchmarks and grade level indicators. We instruct students on the basic elements of grammar including punctuation, word usage, and daily oral language exercises.

Miller City High School students read various forms of literature. Shakespearean plays, Victorian Era British novels, classical works, and independent reading assignments are all part of the curriculum. Students are assessed through writing of critical essays, group projects, short-answer tests and in-class discussions.

When it comes to writing, we have palpable awareness of the state's Ohio Graduation Test at the sophomore level. Therefore, by the time they take the OGT in March, students have been taught and assessed in four areas of writing: descriptive, expository, narrative, and persuasive.

In reading applications, we use a variety of instructional methods such as silent reading, group oral reading, audio narration, and teacher narration. These different approaches allow students to be in different environments and situations for reading. English instructors administer vocabulary tests and assess the student's ability. At-risk students are provided opportunities for differentiated learning based on their Individualized Education Plans. A hands-on method for the at-risk student is the use of graphic

organizers. Story maps are used by students to display character, setting, plot, and important events related to the plot, resolution, and theme. Cooperative learning groups of four or five students with varying reading levels work together to complete assignments. Peer tutoring is an additional tool to use to help at-risk students.

Students are urged to participate and divergent thinking is encouraged. Miller City High School's English department prides itself in offering multiple opportunities for the success of all students.

3.

The Miller City High School mathematics program has been designed to meet the varied needs of our student body. The rigorous and challenging curriculum is intended to meet the needs of students, while encouraging high scholastic standards, in alignment with the school's mission. If our students are to meet the challenges and succeed in today's ever-changing technical world, mathematics must play a vital role for all of our students. To meet this challenge, Miller City High School provides flexible mathematical pathways, providing opportunities above and beyond the three units of mathematics required by the State of Ohio. Based on student need and career goals, students can select up to five units of mathematics from a variety of combinations. These combinations have been designed as a result of extensive teacher professional development on mathematics curriculum and assessment mapping. These courses include Algebra I, Geometry, Algebra II, Advanced Math and College Prep Math (one semester of Trigonometry and one semester of Calculus). Over half of our senior class pursues Advanced Math and College Prep Math. A Math I, Math II, and Math III sequence is also available for students. As students make progress in the mathematics course sequence, students become problem solvers. This occurs as the teachers use on-going formative and summative assessments that guide instruction, as well as students' peer evaluation through whole class and individual instructional times. This fosters a workplace environment that promotes group interaction and problem solving skills.

Our ACT scores provide evidence of the success of our students in grasping the essential skills and the attainment of knowledge through our mathematics curriculum. Last year 92% of our students passed the mathematics portion of the OGT. Seventy-five percent of our senior class typically takes the ACT and over the last twenty-three years our average mathematics composite scores have ranged from 64% to 82% on a national percentile rank.

4.

Miller City High School teachers utilize a variety of instructional methods designed to meet the specific needs of all students, both across the curriculum and within each classroom. Teacher-led direct instruction provides our students with the foundation needed to build their knowledge to actively participate in learning through discussion, cooperative learning, and discovery. PowerPoint presentations effectively introduce and reinforce information. Outline handouts augment and guide students through lectures. Visual aids during a presentation help students to concentrate and stay focused. While lecturing, the teachers scan the faces of the students to check for understanding. If not apparent, re-teaching the concept occurs.

Cooperative learning/discovery methods often utilized in math and science classrooms assist our students to advance their learning from the lower end of Bloom's taxonomy of knowledge acquisition to the process of analyzing, synthesizing, and evaluating information. These critical skills prepare students to continue learning beyond high school.

Small groups are often used when discussing reading material or a main concept. Groups are given specific goals and questions in order to accomplish the task. Each student has a homework partner. Students get together for five to ten minutes to review or quiz each other on assigned work, while the teacher circulates, providing individualized attention to all students.

Interdisciplinary work helps students to see that what they are doing is important and pertinent. Teachers assign projects where the students see two or more teachers working together. An example would be our advertising project, in which the mathematics, English, and computer teachers collaborate. Another group effort stems from the science fair. The students' projects are a combined effort by the computer, English, mathematics, and science classes.

Guest speakers are assets to the classroom. Teachers often bring in professionals to address the students about relevant classroom topics. Information obtained helps reinforce the teachers' ideas, and the students acquire a better idea of the real world of work and what it takes to be prepared for a future occupation.

5.

Professional development at Miller City High School is a team effort. Teachers, administrators, and the professional development committee collaborate to advance the knowledge of teachers and students. Professional development goals are to enhance effective teaching strategies and to gain in-depth knowledge of state content standards and assessments, all of which lead to the enhancement of student success.

At the beginning of the 2002-2003 school year all Miller City students and staff of grades 9-12 participated in a four-day workshop. The participants were divided into groups that rotated through four areas of instruction, including basic computer skills, multimedia software, digital video production, and internet search skills. Teachers and students worked side-by-side in these workshops. Both gained valuable skills and tools that could be applied to classroom projects and coursework. This has greatly influenced the integration of technology tools into each high school class setting.

Science teachers attended a Teachers Teaching with Technology (T3) workshop facilitated by a Texas Instruments trainer. Our teachers learned about the most efficient uses of graphing calculators in the classroom, including Calculator Based Laboratory (CBL). The Ohio State University hosted the workshop. Our teachers are now better equipped and better informed as to how to utilize the CBLs and the various probes in physics and chemistry classes. Students regularly use these technologies in lab settings.

The Putnam County Educational Service Center is staffed with educators who are trained to keep our teachers updated about state and federal mandates. Each year our English, mathematics, science, and social studies departments meet with them to receive updates and new information that will enhance our teachers' performances. Our students become the beneficiaries of these meetings because they receive "best practice" instruction. An additional bonus during these meetings is the collegial dialogue among the teachers about their classrooms.

Our National Board Certified Teacher attended the "Mathematics in Industry for Teachers" workshop at Worcester Polytechnic Institute in Worcester, Massachusetts last summer. A variety of professional business women told of their journeys up the corporate ladder and how to involve and guide young women into various fields of business and industry. The teacher brought back ideas of how to involve and show students the importance of mathematics in the workplace.

The Ohio Center for Law Related and Civic Education provided several workshops and training in the

areas of government and civic education. The “We the People Institute” worked with teachers and mentors. Content knowledge in these areas was improved and new pedagogy methods were learned and then applied in our classrooms. Our students are competing with other schools in mock trials and making civic presentations that have been enhanced by what was learned in the workshop.

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES					
% At or Above Proficient	100	94	100	100	100
Number of students tested	24	42	36	40	39
Percent of total students tested	100	97	97	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	3	0	0
SUBGROUP SCORES					
1. <u>Caucasian</u>					
% At or Above Proficient	100	94	100	100	100
Number of students tested	24	42	35	40	39
** 2. <u>Economically Disadvantaged</u>					
% At or Above Proficient	100	100	N/R	N/R	N/R
Number of students tested	<10	<10	N/R	N/R	N/R
STATE SCORES					
% At or Above Proficient	96	94	95	94	94

The table above reflects Ohio’s assessment categories and terminology.

N/R: Data was not a reporting requirement by state during this year.

* Grade 9 Reading Proficiency Test taken at the 10th grade

** : Other subgroups, namely Economically Disadvantaged, do not comprise sufficient numbers (10 or more) to be part of the State's Assessment Report.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March*	March*	March*	March*	March*
SCHOOL SCORES					
% At or Above Proficient	100	97	100	100	100
Number of students tested	24	42	36	40	39
Percent of total students tested	100	97	97	100	100
Number of students alternatively assessed	0	1	7	0	0
Percent of students alternatively assessed	0	2	3	0	0
SUBGROUP SCORES					
<u>1. Caucasian</u>					
% At or Above Proficient	100	97	97	100	100
Number of students tested	24	42	36	40	39
** 2. Economically Disadvantaged					
% At or Above Proficient	100	100	N/R	N/R	N/R
Number of students tested	<10	<10	N/R	N/R	N/R
STATE SCORES					
% At or Above Proficient	85	82	83	81	80

The table above reflects Ohio's assessment categories and terminology.

N/R: Data was not a reporting requirement by state during this year.

* Grade 9 Mathematics Proficiency Test taken at the 10th grade

**: Other subgroups, namely Economically Disadvantaged, do not comprise sufficient numbers (10 or more) to be part of the State's Assessment Report.

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Reading Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	85	
% At Advanced	50	
Number of students tested	26	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
<u>1. Caucasian</u>		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	84	
% At Advanced	52	
Number of students tested	25	

** 2. Economically Disadvantaged		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	100	
% At Advanced	0	
Number of students tested	<10	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	89	
% At or Above Proficient	79	
% At or Above Accelerated	53	
% At Advanced	27	

The table above reflects Ohio's assessment categories and terminology.

**: Other subgroups, namely Economically Disadvantaged, do not comprise sufficient numbers (10 or more) to be part of the State's Assessment Report.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Tenth-Grade Mathematics Graduation Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	96	
% At or Above Proficient	92	
% At or Above Accelerated	77	
% At Advanced	62	
Number of students tested	26	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
1. Caucasian		
% At or Above Limited	100	
% At or Above Basic	96	
% At or Above Proficient	92	
% At or Above Accelerated	80	
% At Advanced	64	
Number of students tested	25	

** 2. Economically Disadvantaged		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	0	
% At Advanced	0	
Number of students tested	<10	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	83	
% At or Above Proficient	68	
% At or Above Accelerated	38	
% At Advanced	18	

The table above reflects Ohio's assessment categories and terminology.

****:** Other subgroups, namely Economically Disadvantaged, do not comprise sufficient numbers (10 or more) to be part of the State's Assessment Report.